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**Assignment 1** – As a Chinese language teacher in American classrooms, please reflect your own teaching experience and thoughts on the difference between teaching Chinese language as a heritage language and teaching Chinese language as a second/world language.

I teach an afterschool Chinese program. My students are primarily Chinese American, but most of them do not speak Mandarin or any other Chinese dialogue at home. When I have both heritage and non-heritage students in the class, I found myself need to adjust my teaching plan to benefit most of the students. The major concerns or differences between teaching Chinese language as a heritage language and teaching Chinese language as a second language that I would consider are areas of emphasize, language spoken in the class, and subjects covered in the class.

My expectations for my students are different depends on whether the students are heritage or non-heritage student, and so as the areas of emphasize of my teaching plan. For the heritage students, there is more emphasize s on reading and writing, on the other hand, for non-heritage students, the emphasize will be on listening and speaking in the class. The heritage students are students come from family with at least one of the parents can speak Chinese. Their speaking and listening ability are usually much higher than the non-heritage students. In order to expand their vocabularies, more reading and writing is essential. In contrast, the non-heritage students, Chinese language is a foreign language to them. Before they even know how to read and write, I would first teach them how to speak and listen, including ear training.

People usually have different opinions on whether the target language should be used for instructions. I have different approach depends on whether my students are heritage or non-heritage students. For the heritage students, Mandarin Chinese will be used during and after class. My students are required to communicate with me in Chinese. Most of them are willing to do so to practice using the vocabulary and phrase learning in the class on daily basis. On the other hand, my class is taught in both English and Chinese for the non-heritage students. The reason being I need to have them understand my instructions before they acquire enough vocabulary to fully understand me in Chinese. I found most of my students like this approach, and they do not feel discouraged or lost during the class. As the class progress and students will feel more comfortable and eventually picking up more vocabularies and phrases.

Another major difference between teaching Chinese language as a heritage language and teaching Chinese language as a second language is the subject covered in the class. I tend to cover more culture materials when teaching non-heritage students. There are many differences between the Chinese and American culture. For the most part, the heritage students are already familiar with the Chinese culture, and they take it for granted. In contrast, for most non-heritage students, it is an adventure to them when they are introduced the Chinese culture and history. They appreciate the story and legend learned in the class.

I have students come from different backgrounds and with many different levels of Chinese language abilities, so my teaching plan vary in areas of emphasize, language of instruction, and subjects covered in the class. There is not a single teaching plan that would be perfect for everyone of my student. It is a challenge to me, and also, it is my goal to bring my student to the next level that they can possibly achieve.